DOCUMENT RESUME

ED 092 200 JC 740 192

TITLE	The Many Doors of the Community College; A Project Summary.
INSTITUTION	Southern Regional Education Board, Atlanta, Ga. Inst. for Higher Educational Opportunity.
PUB DATE	Apr 74
NOTE	27p.
EDRS PRICE	MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS	*Community Colleges; Educationally Disadvantaged; Educational Opportunities; *Equal Education; Ethnic Groups; *Minority Groups; *Negro Education; Negroes; *Open Enrollment

ABSTRACT

This report marks the conclusion of a special project supported by the Carnegie Corporation as an integral part of the Southern Regional Education Board's (SREB) commitment to provide full opportunity for blacks in postsecondary education. The summary report includes a brief account of a writing conference which dealt with seven questions: (1) What techniques have proved to be effective in improving recruiting of blacks into the community college; (2) Planning and establishing programs of academic assistance; (3) Characteristics of counseling programs; (4) Campus Attitudes; (5) Relationships between the community college and senior colleges in the State; (6) What followup programs the community college should provide which will assist its black graduates after they leave; and (7) What relationships the community college must develop with the community. Other sections of the report include an analysis of an attitudinal study, descriptions of black administrators in community colleges and "career technician" counselors, and a discussion of democracy and diversity. (Author/SGM)

ED 092200

The Many Doors of the Community College

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A Project Summary

JC 740 192

Institute for Higher Educational Opportunity
Southern Regional Education Board
130 Sixth Street, N. W.
Atlanta, Georgia 30313

April, 1974

The accent of a coming Foot—

The opening of a Door—

Emily Dickinson

FOREWORD

In its efforts to expand opportunity for blacks in postsecondary education, the Southern Regional Education Board has worked with all categories of institutions and with the state agencies related to these institutions. One of its most rewarding experiences has come from the SREB project involving the public community colleges. With the support of a grant from the Carnegie Corporation, SREB has conducted a special program on the role which these institutions may play in opening doors of opportunity for blacks in the South. During the five-year period of the project many new insights evolved concerning the attitudes of blacks toward the community college and concerning ways in which the institutions could be responsive to these concerns. Most of the community colleges in the region have had participants attend state workshops on the needs of minority students, and their response and their interest have been rewarding.

We appreciate the support of the Carnegie Corporation and the work of scores of persons who cooperated with the Board in these activities. These people at the "grass roots level" have been the change agents. They include administrators in state agencies for community colleges and people at all levels of campus operation. To them SREB acknowledges its appreciation.

Although this is a report which concludes the specific project, SREB will continue its activities for expanding opportunity in cooperation with the community colleges and with the state agencies supporting them.

Winfred L. Godwin
President

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PREFACE

In referring to the two-year college, the increasing use of "community college" instead of "junior college" indicates the changing role which this institution is now fulfilling in postsecondary education. **While it still provides the basic first two years of college work, its programs are responsive to a wide variety of community needs.** These developments are reflected in the structure of its enrollments: persons from all components of the community and of all ages. In many states the community college system is defined as the "open door" to education beyond high school.

But the "open door" concept has not always functioned as a door of opportunity to ethnic minority groups. If the term means merely that there is no barrier to admission for a high school graduate and that he may enter and "sink or swim" within a restrictive system of criteria or standards, the institution may not be performing its function of extending opportunity to a broad spectrum of the society which it serves. The community college which is responsive to its community will have many doors of ingress and many doors of dignified egress. The student of an ethnic minority will not feel he is an alien on the campus, nor will the student who is pursuing a goal other than transfer to a university regard his program as less significant.

In its concern for expanding opportunity in education beyond high school for blacks in the South, the Southern Regional Education Board has considered all categories of institutions as potential resources. But whether the institution be a community college or a college of medicine, there is more involved in providing minority persons with opportunity than recruiting them and admitting them. Ethnic diversity on the campus calls for new attitudes and

an adaptation of policies and practices that evolved during the days of a relatively homogeneous student body.

In 1968-69 SREB initiated a project on the role of the community college in expanding opportunity for blacks. During that year over 400 interviews were held with black high school seniors and community college students to determine their attitudes toward the local community college. In the five locations where the interviews took place, the work was performed by administrators and faculty from the community college who had met with SREB staff to establish a common interviewing procedure. The results of the study revealed that attitudes are of fundamental significance, far more basic than instructional procedures or curriculum content. The interviews showed that the attitudinal factors are complex, including attitudes of administrators, faculty, and students toward minority students, the attitudes of high school staff toward the local community college as a viable option for blacks, and the general prevailing attitudes within the entire community. The motivation and aspiration patterns of the persons interviewed had been strongly influenced by these attitudes, either in a positive or a negative way, which affected their decisions and their performance.

During 1969-70 SREB placed its emphasis upon working with the five community colleges to develop programs designed to improve attitudes at all levels. In addition, an inventory was made of programs where expanding opportunity for blacks in community colleges throughout the South was being implemented. At that time the dominant activities seemed to be concerned with recruiting and with what was then defined as "compensatory instruction." SREB published the inventory under the title, **The Black Community and the Community College,** copies of which are still available.

On the basis of what had been learned during these first two years, SREB conducted workshops the following two years in 12 states in the region, working with existing state community college agencies interested in cooperating in the workshops. Most of the community colleges in the South participated in these workshops. During the sessions the SREB staff found that negative attitudinal factors were an influence in lessening the effectiveness of action programs designed to improve opportunity for blacks in the community colleges. The very programs initiated to assist them were being rejected by black students because of the association of these programs with demeaning concepts—that the programs were there for blacks because they were inferior, that "disadvantaged" and "black" were too often used interchangeably, that in many cases no credit was given for the work, and that they were in reality being demoted.

By 1971-72 the use of "compensatory instruction" had declined and such terms as "guided studies" had become the fashion. SREB conducted two intensive workshops involving 18 community colleges known for their guided studies programs. The institutions chosen represented a wide variety of approaches to this type of instruction. The focus of the workshops was upon an analysis of the impact of these programs upon black students. As a result insights were gained into specific attitudinal factors which had impact upon the responsiveness and the successes achieved by blacks. These conclusions were published by SREB in October, 1972, under the title IMPACT.*

During 1972-73 another series of interviews with black

*Now out of print but available through ERIC, number ED 076180.

high school and community college students was conducted in three of the original locations by the same interviewers using the same techniques. Had attitudinal factors changed during this interval of time? The results are included in this report.

Throughout the five years of the study, the importance of counseling services became increasingly evident. Traditional counseling resources, which seldom included the kind of assistance needed, did not reach the majority of black students either at the high school or the community college level. Experiences on a number of campuses showed that outreach counseling, peer group counseling, career-oriented counseling, and non-traditional techniques were illustrative of the programs to which black students responded and which achieved positive results. As a result SREB became interested in the concept of the role which might be played by a paraprofessional counselor, particularly sensitive to career counseling as a means of developing aspiration patterns and motivational goals which were realistic and which might give purpose to the learning process. A description of what may be called a preliminary study of this potential is described in this publication, and the subject will continue to be a part of SREB's concern in its activities directed toward expanding opportunity for blacks in the South.

Among the attitudinal responses derived from black students in the community college, the concern over the scarcity of blacks on the faculty and in administrative positions was frequently expressed and loomed large in affecting the credibility of the community college to these students.

The concern was not only about the number but about the roles assigned to them. It was found that very few blacks are in major positions in the academic administration. The majority are in counseling, continuing education, and recruiting. Faculty positions held by blacks are often related to guided studies or to special instructional programs.

While this report is in one sense a concluding one, summarizing the SREB project over a five-year period, in another sense it is a preliminary report which 1) substantiates the assumption that the public community colleges are a major source of potential opportunity for ethnic minority students, 2) identifies a variety of steps which must be taken to realize the potential, and 3) provides materials on which new action programs may be constructed.

An additional word must be said about measuring progress. Too often the progress of the community college in educating minority students has been measured by counting the number who receive the associate degree and the number who transfer to senior universities and secure baccalaureate degrees. It is indeed important that such information be secured and used, but there are other doors of dignified egress from the community college used by students of all ethnic and cultural backgrounds. The student who defines his career goal and moves into it at an appropriate level, the student who grows in self-concept and discovers who he is in a complex society, and the student who may leave formal education for a time to return to it later with a purpose may all be counted as evidences of success. It is this kind of follow-up which must be undertaken to appraise the work of the community college with its students and with its minority students in particular.

James M. Godard

Participants in the writing conference were (left to right): Sam E. Cary, James M. Godard, Johnnie Ruth Clarke, Ivie Burch, Charles Sueing and Ruby Herd.

A WRITING CONFERENCE

A writing conference was held in February, 1974, to which were invited four persons who worked with SREB in the community college project.

Dr. Johnnie Ruth Clarke, associate dean of instruction, St. Petersburg Community College, St. Petersburg, Florida, has assisted SREB for several years in a variety of programs.

Dr. Ruby Herd, dean of instruction, El Centro Community College, Dallas, Texas, was a major participant in the SREB workshop on the impact of guided studies programs.

Ivie Burch, director of admissions, Gulf Coast Community College, Panama City, Florida, has been an active participant in the SREB Community College Project from its inception.

Charles Sueing, director of student development, Shelby State Community College, Memphis, Tennessee, and a relatively new person in SREB activities has provided that fresh point of view so valuable to the other three writers of the conference.

The report of this writing conference which follows under seven specific headings presents the work of these four writers and has received practically no editorial change.

I. What techniques have proved to be effective in improving recruiting of blacks into the community college?

One of the missions of the community college is to serve equally and fully all ethnic groups within its geographic domain. "Equally and fully" means assuming the respon-

sibility for developing instructional and counseling services which speak directly to the needs of **all** members of the college community.

- ☐ One of the major goals of the community college should be a shared responsibility for the recruitment of black students by the high school and college counseling staffs. A joining of forces, facilitated by the use of counseling teams, small group professional growth activities, and the cross-sharing of information and materials, should help black students become more aware of the resources available to them at the community college and to realize its concern for their well-being.
- ☐ Highly visible student recruitment teams, composed of representatives of all ethnic groups, provide prospective students the opportunity to "hear it like it is" from their peers. Opportunities for peer recruitment involve the use of such teams in: (1) mobile counseling units; (2) college booths in community centers; (3) high school and college career clinics; (4) telephone information centers; (5) counseling and student services centers on campus.
- ☐ The community college should take the lead in reaching out to broaden the scope of its services to all its publics. Instruction, in many subject areas, as well as counseling services can be effectively provided in off-campus settings which are more accessible to the minority student.
- ☐ The administration of the community college should assume the responsibility for providing assistance to prospective students and their parents in completing the various forms required during the application and admission process. This service should be available in the community where the minority students live and also on the campus.
- ☐ The community college should encourage campus visitation by high school students by planning activities throughout the year which reflect the atmosphere and resources of the college.
- ☐ The campus admissions office is often the students' first point of contact with the college. Therefore, it is imperative that the admissions office staff include representatives of all ethnic groups who have been trained not only to be sensitive to the needs of the multi-ethnic community, but to understand the uniqueness of their position in establishing an image of the college.

II. Planning and Establishing Programs of Academic Assistance

The community colleges at the very beginning accepted as a very important goal to make provisions for those students who had not traditionally been a part of higher education. The colleges recognized that such students may encounter difficulties in attaining the necessary degree of mastery. Therefore, varying techniques were developed to provide a means of "catch-up" and "keep-up." Such efforts have taken the form of a separate remedial curriculum; some have combined remedial and regular courses; some developed a special summer program; and some others have provided special tutoring programs. The results of all of these efforts have, in most instances, yielded a degree of success. On the other hand, the colleges have

recognized that there must be a continuous effort made to improve the existing assistance programs.

As the community college evaluates the successes and failures of its assistance programs, the results of the SREB Carnegie program and other similar programs provide some specific data which may be used to improve present offerings. These data are of special significance because they are based upon the successes with minority students who represent a large proportion of the students who need academic assistance.

Community college counselors should help black students discover and utilize their academic and social strengths as a basis for choosing and pursuing their career goals.

Academic advisors should help students with academic problems to plan a balanced course of study in which they can enjoy an experience of success.

A program consisting entirely of remedial and compensatory courses is damaging to the self-concept and does not allow for experiences in areas where the student has special interest and/or competencies.

The success of a specialized compensatory program is dependent upon the commitment and support given by the administration, faculty and students.

The community college must always be aware that it is detrimental to the self-concept of the student and the public image of the college to assign minority students to programs which may have an ethnic or racial designation either by name or by implication.

The question of credit should be based upon the quality of the experience provided the student.

The community colleges, recognizing the wide range of abilities and interests of their students, are developing curriculums which provide individual instructional modes where students may enter at their own level of competency and exit when their needs or goal objectives have been met.

The promotion of motivation and achievement of minority students in the community college is facilitated by programs which reflect the contributions of these minorities to the common culture.

III. Characteristics of Counseling Programs

Instructional programs require the support of appropriate counseling services. Some of these services may be provided through the formally structured student personnel offices and others provided by means of informal channels. The traditional student counseling resources will need considerable adaptation and change if they are to be meaningful to minority students.

In order to provide appropriate counseling services to minority students, the student services staff must understand and be committed to the concept of outreach counseling which takes counseling services out of the office to students where they are—in classrooms, student gathering places on campus and in the community, at job locations, on the streets, and in the home environment.

The composition of the counseling staff must include representatives of all ethnic groups. Black counselors, black instructors with part-time counseling responsibilities, and the use of black peer counselors and com-

munity workers reflect to the community a commitment of the college to the goal of providing a full and equal educational experience for all its people.

Career orientation is particularly important to minority students and to students who have had little experience in career education. It is the responsibility of the counseling services to assist students in establishing appropriate career goals based on: (1) becoming knowledgeable about a variety of careers; (2) understanding the concept of vertical and horizontal mobility within a career field; (3) becoming informed about entry skills and knowledge necessary for entry at different levels of related job fields.

There are personal problems which occur frequently in the lives of minority students enrolled in community colleges. Problems relating to loss of self-esteem or low self-concept often result from being faced with the results of poor educational backgrounds, lack of money for transportation, food, clothing, and time constraints created by family responsibilities. Community college counselors should be aware of these problems and should provide visible means of helping students to deal effectively with them.

The community college should support the expansion of tutorial services for minority students, not only to provide assistance in overcoming specific academic deficiencies but to enhance and strengthen the affective relationship which usually develops between the tutor and the student involved—a relationship in which the tutor becomes a friend, a shoulder to lean on, a model for learning to deal with the system.

IV. Campus Attitudes

Black students are, essentially, a part of the community college campus population, and it is an educational boondoggle to fail to address the uniqueness of their existence in this population. Like the community college, the Afro-American students are American products; but **unlike** the community college the insensitivity of college and community constituents has developed a diversity of problems for a segment of the college populace.

These students are learning "the system" and are experiencing success at sundry colleges and in diverse manners. However, they meet recalcitrant attitudes and pockets of institutional racism on campuses throughout the country.

There are steps which can be taken to affect campus attitudes in ways which will facilitate the educational endeavors of minority students.

On campuses where forms of student government associations exist, student government associations (SGA) with representative assemblies are vehicles for incorporating black students into the main stream of campus socio-political life, especially so when representatives are determined by criteria other than total popular vote; e.g., petitions, neighborhoods, etc.

The opportunity for organizing and maintaining special interest groups unique to the campus sub-cultures must be presented as a positive means of involving all minorities in campus socio-political life, e.g. Black Student Union, and other related organizations.

Minority students must be included in the conceptualization and the implementation of campus master

planning of all programs which will affect their growth and development while in the community college.

Minority students enter the main stream of campus life with greater facility when a person to whom they can relate is designated to serve the role of "ombudsman," and this person is responsive to minority students.

Planned **Human Relations Orientation Programs** for all college personnel (instructional, administrative and career employees) are essential for their understanding of the multi-ethnic society.

V. Relationships Between the Community College and Senior Colleges in the State

If the community college is going to fulfill its unique mission in higher education, it must pursue its goals with a great deal of autonomy. It cannot follow the traditional path of credentialism; it must develop alternatives and must constantly test them pragmatically. The interpretation of its curriculum, its methods and its product has to be made in terms of goal achievement.

When the issue of transfer of community college students to the senior college is addressed, the approach to a solution should be a cooperative venture. The senior colleges should not attempt to superimpose a model and judge to what extent the community college student's academic program fits the model. Neither should the community college demand an acceptance of its model without modifications. **If goal achievement can be used as a basis** and both institutions cooperatively develop an interpretive model, the major dilemma of transferring may be solved. Such a solution could protect and preserve the dignity and respect of each institution's mission and could provide community college students opportunity to move in and out and upward in academia without "loss of face" or trauma.

In developing a cooperative articulation schemata, there are special considerations which should be made for the smooth transfer of minority students.

The transfer problems of minority students are more easily solved when there are designated individuals at the senior institutions who are sensitive to the needs and concerns of these students.

The roles that the community colleges and the senior colleges should play in formulating the transfer of students can be more effectively delineated and executed through cooperatively developed articulation agreements, such as equating of courses, acceptance of electives, determining prerequisites, etc.

Conferences involving community college and senior college personnel are very productive means of developing mutual respect for each others' programs and for solving the problems of transfer students.

The growth of non-degree programs designed to meet the career needs of community college students makes it imperative that the community college and the senior institution develop, cooperatively, continuing education opportunities for these students.

The senior institutions should provide orientation and counseling services for transfer students and especially for minority students who often find the transfer experience traumatic.

VI. What Follow-up Programs Should the Community College Provide Which will Assist its Black Graduates After They Leave?

Follow-up programs should be a continuous process provided by the community colleges for the purpose of maintaining information about all students who matriculate and subsequently leave the campus for other endeavors.

There should be an articulation commission at the state level designed primarily to develop and monitor transfer policies between community colleges and their four-year counterparts.

The community college personnel office should be sensitive to the needs of the minority students who transfer from the community college to the senior college or university.

The admission of community college transfer students to junior status should be determined primarily by the degree conferred by the community college.

Senior colleges and universities should award full academic credit for all college level course work completed at the community college.

The community college should implement follow-up procedures which should help serve black students more effectively.

The community college should provide a placement service specifically designed to provide business and industry with a reliable reference list of competent black technicians and professionals.

The placement office should endeavor to engage in sincere realistic efforts to provide employment opportunities for all minority students and specifically should pursue an active role in developing new avenues leading toward employment of more blacks in industries that are still reluctant to employ blacks.

The community college should develop and maintain a meaningful and relevant continuing educational program which will provide opportunities for black graduates to remain current in career fields, especially minority graduates.

The community college should develop placement techniques that will interest and encourage minority students to seek employment with the community after completion of their educational programs.

The community college should develop follow-up programs that will help to facilitate matters for the student who needs financial assistance in order to transfer to a senior institution.

The co-op educational programs have a unique value in effecting a bridge between the community college and the community.

VII. What Relationships Must the Community College Develop with the Community?

The community college must be responsive to the social and civic needs of the black community. There are a number of steps it may take for this purpose.

The community college must foster awareness programs throughout the entire community, in **content** and in **fact**, to acquaint the total black community with the purposes and objectives of the community college.

Black personnel should and must be included in the administration of public relation activities sponsored by the community colleges.

The community college must always be aware that it is committed to the task of serving the entire community, and it is imperative that the college acknowledge this responsibility to the total community.

The community college has an inherent responsibility to provide, wherever possible, meaningful services and programs throughout the community it serves.

There should be continuous dialogue between the community college leadership and the leadership of business and industry for the purpose of giving direction to the college in the development of relevant curriculums and programs.

AN ATTITUDINAL STUDY

In 1969 in five communities, trained interviewers talked at length with approximately 400 black high school seniors and community college students to determine their attitudes toward the local community college as a resource for postsecondary education. In 1973 the same interviewers in three of the locations conducted another series of interviews with black students currently enrolled either in high school or in the community college. The purpose was to identify similarities and differences in the attitudes expressed in 1969 and in 1973.

The results of the 1969 interviews were reported by SREB in NEW CHALLENGES TO THE JUNIOR COLLEGES, now out of print. The general summary of the results is quoted from this publication:

Black students attend junior colleges chiefly because of low costs, proximity, and educational programs. Other factors related to their decisions to attend junior college are the influence of parents, especially mothers; older friends who had attended or are attending the junior college; "open-door" admission policies; and the desire to transfer to senior colleges. Many students interviewed said high school teachers and counselors had little effect on their decisions to attend junior college.

Many of the black students, however, feel a junior college is inferior to a senior college and that "terminal" programs have less status than do non-terminal programs. They feel black students should not settle for anything less than what they perceive to be the "best."

Most black students who took part in the study said educational offerings and the quality of teaching in junior

colleges are satisfactory, but they expressed strong reservations about the attitudes of some of the teachers toward blacks.

These students feel blacks are not accepted by white students into campus life and that administrative procedures are not conducted with an awareness of the specific needs and problems of black students. They think there should be more black faculty and administrators and more "black studies" in the course offerings, but they are divided on whether the material should be taught in separate courses or included in existing courses.

Many of the students were critical of remedial and compensatory programs and standardized tests. They were not critical of the content of the remedial and compensatory programs but criticized the programs for making the black students feel unprepared and inferior. Many of the black students consistently indicated that they feel that standardized tests do not measure their potential fairly. Further, they feel that test scores are often unfairly and unwisely used by those planning their educational programs. They also doubt that career counseling to suit their needs is available to their high schools and junior colleges.

Other observations from the interviews are:

Black students from integrated high schools have fewer adjustment problems than do students from predominantly black schools. The reasons for this condition are complex and as yet not clearly understood.

Black students' aspiration patterns are often vague and unrealistic, even though more than three-fourths of those interviewed said they want to go to college.

The desire to earn money frequently causes black students to drop out from junior college.

The 1973 interviews were conducted at Polk Community College, Gulf Coast Community College in Florida, and Lee College in Texas. The interviewers were Claretha Carnegie, Ivie Burch and Fred Adams—the same persons who had conducted the interviews in these locations in 1969. The same format was followed and the data subjected to a similar analysis and review. They met later with SREB staff for a discussion of results. There was general agreement on certain attitudes which were similar to the earlier ones and on a number of attitudes which had changed.

The interviews with the high school seniors showed no change in attitude in the following:

1. Approximately three-fourths of these students plan to pursue some form of postsecondary education.

2. Two-thirds aspire to career goals which are professional or semi-professional.

3. One-third indicate that they intend to enroll in the local community college.

4. Three-fourths express confidence that they can succeed in college, and two-thirds see a bright future for themselves.

5. Only a few report that high school teachers or counselors were an influence upon their selection of careers or institutions to attend.

The following changes in attitude occurred among the high school seniors:

1. More students are familiar with the programs offered at the community college, and some raise questions about the adequacy of curricula offered there, showing familiarity with the offerings.

2. Approximately ten percent of males express an interest in a career in military service—a wholly new development since 1969 when the attitude toward military service was highly negative. The major reason given was the job security and the financial reward.

3. From one-half to three-fourths of the students say they are making their career choices and selections of institutions to attend with little or no influence from anyone. This indication of independence in decision-making was sometimes expressed rather vehemently.

4. When parents are mentioned as having an influence on decisions, the father is **now** more often included along with the mother, which was seldom the case in the earlier interviews.

During the interviews with black students on the community college campuses, attitudes were similar in frequency and strength to the results in the earlier interviews.

1. While proximity and cost are still the major factors in selecting the community college, there is now more detailed definition of reasons why the cost factor is so vital: often the student is helping to finance the family; he needs to go to school where he can find part-time work, and he finds that financial aid is difficult to secure in the amount needed.

2. While the responses on attitudes toward academic programs are the same in their general approval, there are some subtle differences:

a. Interest in and response to "black culture" courses have declined.

b. The interviewers report an increase in what they define as "the tired student syndrome" indicative of defeatism and lack of confidence in the future.

c. Students often express surprise not just at the small number of blacks among the faculty and staff of the community college but also at the apparent lack of growth year by year in the number.

When the interviewers met with SREB staff for a review of the data, a number of observations surfaced upon which there was general agreement.

1. High school blacks show more knowledge about the local community college than did the students in the 1969 interviews. Many had visited the campuses, and apparently the colleges had made more contacts with high school personnel and with black high school students. This judgment is supported by their greater knowledge of curricular offerings and opportunities at the community colleges.

2. More of the high school students stated in definite terms that they would like to go to a senior college but could not do so because of financial problems.

3. Little interest is expressed by high school black seniors in pursuing "terminal" courses at the community colleges.

4. On one community college campus, black students reported more often that they felt "at home" there and had a sense of belonging to the campus. The interviewer believes that the doubling of black enrollment during this period had contributed to this change of attitude.

5. There is less resistance by community college students to special efforts to help them succeed, possibly due to improved counseling services and to a new policy of giving credit for "guided studies" instruction.

During the two-day session with the interviewers, each one developed a statement of personal reactions to the experiences taking place during the interview procedures. These materials go beyond the specific information which was tabulated but have significance as judgmental observations. The following comments are illustrative.

Ten percent of the male interviewees (high school seniors) are inclined to become members of the United States Armed Forces. Economic security seems to be the dominant reason for selecting the military service alternative. In addition, unpleasantries associated with school and delay in earning power while skills are being developed are contributors to these choices.

The data indicate also that these potential college students present themselves as bastions of independence. Fifty-four percent of the sample indicate that they finally made up their minds themselves.

□

High school students are somewhat novices regarding financial aid in higher education. They have not been able to conceptualize the vastness of financial aid, even at the local community college. They have been given neither the information regarding potential financial resources nor information regarding the procedure to secure these funds.

□

A strong attitude which the interviewer chose to label "the tired student syndrome" is apparently present on each of the campuses. Any lack of motivation, resistance to the open-door college concept, and to a lesser degree failure to recommend the local community college to others are **all** *entwined with this highly communicable attitude, which the interviewers felt was created by exposure to a history of experienced resistance to change. The interviewees comprising the minority-response in these important areas of college concern do not represent a longitudinal sub-group; hence, it is essential to observe some of the feelings stated explicitly in the comments, such as:*

—communication is lacking in the set-up;

—the system is not designed for blacks;

—white people are "funny";

—some departments need opening up.

□

There is a lack of attitudinal rapport between some white faculty and black students, causing isolated but continued instances of prejudicial treatment. The feelings of mistreatment persistently permeate the academic climate and remain detrimental to the student pursuit of educational goals.

Even though students are now entering the community college better prepared academically and have obtained needed political clout, there is still a widespread apathy among black students to assert themselves in the campus political arena. It appears that they view the odds too great to consistently devise ways and means that would enable them to become presidents of the freshman or sophomore classes.

□

The college must recognize that, although it is a community-based institution, its responsibility does not end there. The blood which flows through the veins of the college is that of all its members and not just of a fortunate few. So the college must become a multi-faceted, multi-media center—realizing that like all successful institutions involving human interaction, understanding and cultural relativity are at least a step in the direction of an answer.

BLACK ADMINISTRATORS IN COMMUNITY COLLEGES

The Southern Regional Education Board received an inquiry from one state asking whether or not there was a need to institute special programs for training additional blacks for administrative positions in public community colleges in the South. The inquiry requested information about the number of blacks in various administrative posts and information concerning realities of opportunity for blacks to fill such positions if trained for them. SREB conducted an inquiry to answer both questions, working with state community college offices where such exist. Responses were secured from nine states: Alabama, Florida, Georgia, Kentucky, Mississippi, Maryland, North Carolina, Tennessee and Texas.

The distribution of administrative posts now held by blacks shows that the two most frequently held assignments are in the areas of counseling and of adult basic education: 16 in the former, and 11 in the latter posts. There were eight blacks serving as associate or assistant academic deans, five as assistant registrars, six as financial aid officers, and five as administrators of public relations. Two were assistant business managers and five were library administrators. The rest were distributed over a variety of defined assignments. A total of 195 black administrators hold positions in the nine states, but thirty-nine of these are in four predominantly black institutions, leaving 156 black administrators in the remaining institutions.

While there were reports of four black presidents and four academic deans, these were in the few public community colleges remaining which are still predominantly black in racial composition. In the other institutions, the administrative roles administered by blacks are in positions other than the presidency or the chief academic officer. In the academic posts, the blacks are primarily assistant deans and assistant registrars.

In responding to the question about administrative vacancies for which blacks were being actively sought, the institutions replied in general terms which did not permit analysis. The most frequent response was that no vacancies were anticipated but that, when such occurred, racial factors would not influence the selection.

Many of the replies said that there was a need for more black administrators, but the primary need is for more black faculty. Administrative vacancies are often filled by faculty persons who have demonstrated capacities for filling these assignments. There was nothing in the responses to suggest that special instructional programs to train black administrators for posts in the community colleges would be productive at this time.

At present the administrative fields in which blacks are finding their most frequent opportunities in the community colleges in the region are in student personnel work, particularly in counseling services, and in continuing education, especially in basic adult education. Other areas of student personnel administration most open to blacks seem to be in admissions and in financial aid. From information received, the path to academic administration may be by way of faculty membership.

THE "CAREER TECHNICIAN" COUNSELOR

It would be difficult to exaggerate the importance of motivation in the educational process. Man is indeed a goal-seeker. The process of structuring career goals and aspirations is highly complex because of the many choices available today. Many students of high school and of college age have not had wide exposure to the realities of career opportunities, and in a period of rapidly changing and expanding career opportunities for blacks the problem of identifying appropriate aspirations is particularly difficult.

During the SREB community college project the need for the paraprofessional counselor became increasingly apparent. Also, the professional counselors are completely occupied with a workload that prevents an outreach dimension to counseling that is essential to establish contact with many of these students. Would it not be possible to develop a career technician counselor at the associate degree level who could establish contact with students who often do not go to the office of the direct of counseling services in high school or community college? Support for the idea came as those involved with SREB in its project actually identified individuals who were already performing this function—without the title—in a number of communities.

Upon further inquiry, it was found that the concept of a paraprofessional for this purpose was being considered in many parts of the nation. There is resistance, as expected. Until the role of this person is more clearly defined, some professionals in the field will have doubts about the validity of the work he might do. Along with a job description must come an outline of a training program which will have vertical movement possibilities so that the career

technician may advance through additional training to a higher professional level without loss of credit for his training to become a paraprofessional. To create positions for the graduate of such a program, the public school system must find a way of recognizing this status and must provide funds for employment.

During the initial exploration of the possibilities for developing a program of this nature, unexpected help came from two sources. First, business and industrial leaders were enthusiastic and saw a role for this type of person in their own personnel divisions. They were particularly responsive to the thought of training minority persons for such roles as they sought to hire more minority persons in their operations and were anxious to find candidates with career goals already identified. Second, the use of the paraprofessional counselor in applied health fields, and particularly in mental health, had already been initiated.

The Florida legislature has enacted legislation recognizing in a general way the position and has encouraged employment by school systems. The role has not been clearly defined and is to a degree left up to the local school district, but a beginning has been made which might evolve into the implementation of the basic idea.

During 1972-73 SREB worked with Delgado Junior College in a project to explore the potential role of a career counselor technician in New Orleans and to structure a tentative curriculum outline for the training of such a person. A detailed report of that project has been prepared and will be used as a basis for further study and projection. The major results include the following:

1. Interest by and participation from the public schools, the state department of education, business and industry, and other community persons was obtained.

2. The senior colleges and universities in New Orleans participated in the discussions and for the most part were responsive to the concept of designing a curriculum which would be transferable. In fact, one senior institution is seriously considering offering part of the curriculum on its own campus.

3. The conclusion was reached early that part of the curriculum experience should be internship in the community. As the work proceeded, three options for internships were defined: in the public schools, in business and industry, and in human development services such as social welfare and delivery of health services.

The work at Delgado is not definitive and was not meant to be so. The material will be used by convening competent persons from other states in an effort to define further the job description and to suggest changes in the tentative curriculum outline suggested by Delgado.

One problem, which has proved difficult to resolve, is to distinguish between career counseling and what is often included in vocational counseling. The latter is usually centered upon helping a person select a specific vocation and planning his training for entrance into it. Career counseling has as its primary concern the discovery of career

goals, the formation of aspiration patterns, and then the projection of training and education. Career counseling is concerned with self-concepts, with selection of broad career areas appropriate to the person's interests and talents, and with a recognition that some people desire to move into person-related occupations and some prefer to work with things. Career counseling will not end in the identification of one specific vocation but rather in the recognition of a general field of career opportunity within which there are many varieties and levels of participation.

The suggestion of the career counselor technician is, of course, not directed to meeting the needs of black and other minority students alone. The role is needed by all ethnic groups in a society where some education beyond high school is becoming the norm. But in its work with problems related to expanded opportunity for blacks, SREB and the persons working with the Board became convinced that this function is an essential ingredient in a comprehensive plan to achieve full opportunity.

DEMOCRACY AND DIVERSITY

The SREB staff who have worked with the community college project over the past several years find that their activities have had an impact upon their concepts about higher education in contemporary society. In this final project report it is appropriate that these consequences be mentioned.

First of all, the old discussions about homogeneous grouping in postsecondary education seem to have taken place long ago. In the face of an increasing diversity in the student population, today one might have expected more emphasis upon homogeneous grouping in instruction, but the perils related to a "track system" have become visible, and particularly so in connection with programs designed to assist minority students. Compensatory education which separates students from their peer group associates has often had devastating results, particularly when the composition of students assigned to such programs seems to have a racial identification. On the other hand, self-paced instruction which permits students of diverse backgrounds to be associated with each other has often been highly successful.

Another observation with serious implications was derived from seeing a community college change its stance from a posture of assuming that it would lose its capacity to serve students of high academic ability if it also attempted to serve students of widely differing abilities. Efforts to recruit and to provide instruction for students who might not transfer to outstanding senior colleges did not lessen the capacity of the community college to prepare "superior" students for such transfer. We have observed the transition from an "either-or" assumption to a "both-and" stance.

The antidote to a track system is planning for vertical and horizontal mobility of students. A student who has chosen to become a practical nurse should be able to switch to the premedical curriculum, or **vice versa**, when circumstances warrant it. Another student may decide to be a bookkeeper instead of a certified public accountant, and another may change fields altogether. In the community college, perhaps more than in any other postsecondary institution, such mobility should be made easy and respectable.

The community colleges cannot successfully provide diversity in instruction for a diversity of population without a strong program in counseling and human development resources. An effective program will include highly trained personnel and "peer group" student counselors. It will include testing experts and counselor-teachers and outreach personnel whose activities extend into the campus and into the community. During recent years funds to develop these dimensions of services have been available through special grants. The time has arrived when they should receive support through the regular budgeted funding resources.

There are surprisingly few people who can say with conviction, "I know who I am." For those who attended a liberal arts college and lived on the campus, the four years were perhaps most important as a period of self-discovery —awareness of self in a complex society. For the commuting student in the community college, this type of growth is not so easy to achieve, particularly if the community college regards its major concern as limited to providing classroom instruction. During the SREB community college project we found that for the minority students the identity question was a central one and had far-reaching impact.

In all of its contacts with minority students in the community colleges, the SREB staff and those working with it found that these students could not understand why there were not more minority persons in administrative and faculty positions. This condition affected the credibility of the community college's responsiveness to the minority components of the community. Although this topic has been treated in another section of this report, it is mentioned again because as the institution in American higher education most directly interrelated with its own community, the presence of blacks in positions at each administrative level and faculty rank is imperative.

Teilhard de Chardin has effectively identified a most significant change in the social history of mankind. The time of dispersal has ended. The migration of distinct cultural groups to new geographic regions where they might live in isolation is no longer possible. **Man is converging upon himself.** Societies are multi-cultural and multi-ethnic. So is each community. The community college has a critical role to play in such a society. If it succeeds in that role, its contribution to the next decades will be highly significant. It is within this kind of setting that the community college may best expand opportunity for blacks in the South, for the responsibility is oriented to the whole of society and not to any one segment. The diversity of society has its origin in the diversity of mankind, and the community college cannot remove itself from this context. Nor should it wish to do so.

Although this report marks the conclusion of a special project supported by the Carnegie Corporation as an integral part of the Southern Regional Education Board's commitment to provide full opportunity for blacks in post-secondary education, the Board will continue to administer programs which relate to the role of the community colleges in this enterprise. Alan Pifer, president of the Carnegie Corporation, in an address to the American Association of Community and Junior Colleges, has said that "the community college, being a community-based agency, can and must exert leadership in the development of a new attitude toward youth, a new sense of responsibility for it within local communities." The youth to whom he refers come from diverse backgrounds and heritage and constitute the converging pattern of humanity which, to achieve a mature cohesion, will recognize its own diversity.

ACKNOWLEDGEMENTS

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INFORMATION

There were scores of people who were involved in the Carnegie Community College program over a five-year period, and no attempt will be made to name them all. Some of them are mentioned in the earlier publications which grew out of the project.

During the first two years, five institutions provided released staff time so that SREB might secure the services of campus coordinators to conduct the interviews and to initiate special efforts to meet the needs which were identified as a result of the interviews. The Board appreciates the cooperation both of the institutions and of the staff who served in the project at that time.

Fred E. Adams, Lee College

Ivie R. Burch, Gulf Coast Community College

Claretha H. Carnegie, Polk Community College

Colemon W. Kerry, Jr., Piedmont Central Community College

Trinette W. Robinson, Palm Beach Community College

In 1972-73 SREB made an arrangement with Delgado Vocational-Technical Junior College to conduct exploratory work in designing the outline of a curriculum to train the career technician counselor. This activity was directed by Dr. Cecil L. Groves, Vice President for Academic Affairs and Dr. Edward Kennedy, Assistant Vice President, Rehabilitation and Student Affairs.

During the first four years of the program, V. L. "Bo" Ramsey served SREB as the project director. The activities during the final two years were supervised by James M. Godard and Samuel E. Cary of SREB's Institute for Higher Educational Opportunity staff.